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ABSTRACT

The booklet presents large group activities designed for severely developmentally disabled individuals. Activities are intended to meet a wide variety of ages and developmental levels and to foster opportunities for student response and participation. The first section explains a large group format entitled circle time. Themes explored in circle time include classification, labeling, object funtioning, and association. Next, music activities are used to teach cognitive, psychomotor, and affective objectives. Cooking activities are presented to emphasize language and cognitive as well as socialization and self-help skills. Storytelling ideas and suggestions for accompanying materials conclude the booklet. (CL)

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# molehills out of mountains

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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# ALL TOGETHER NOW!

**a resource and activity guide for the developmentally disabled**

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The perplexity of teaching the severely developmentally disabled does not end with the challenge of matching appropriate training with functional ability. How does one provide activities for a large group of developmentally disabled individuals when understaffed? Is it possible to teach a large group of varying developmental levels? Given the demands of the IEP (Individual Educational Plan), can one provide a single activity that will stress learning objectives in the cognitive, affective and psychomotor domain?

Highly motivating group activities will enable the special educator to achieve successful large group teaching. Key elements for large group activities are: the activity must be playful, it must involve items that are highly motivating, and it must include opportunities for student response and participation. This issue of "Molehills Out of Mountains" focuses on teaching to a large group. The first section of this book explains a large group format called "Circle Time". Originally designed as a language group, this format (or variations) provides the basic structure for all the large group activities.

Following the "game plans" of Circle Time, we take you to the exciting world of music. As with the Circle Time activities, the music format shows how you can teach cognitive, psychomotor and affective objectives through songs and musical activities. The enticing world of a "cooking class" not only provides an array of sensory stimulation, but teaches self-help skills, language, cognitive skills such as sequencing and valuable socialization skills. And last but not least, the age old art of storytelling is explored as it relates to various developmental levels.

The format of this issue of Molehills Out of Mountains is a departure from the previous issues. You will notice that there is not a language correlate. All the activities described are indeed language activities in themselves. Also, we have not seperated DIFFERENT activities for each developmental level. The purpose of these activities are that they enable the teacher to reach every age and developmental level within a large group. The goals and objectives listed will serve as a guide to help you determine what part of the activity is appropriate at each level.

Have fun with these activities. They require nothing more than common items found around your house and your imagination!

The authors would like to acknowledge the contributions of Mary Mitrovich, of Riley School in Allen Park, Michigan to the section on CIRCLE TIME. Thanks also goes to ZOAR House of the Evangelical Home in Detroit for allowing the authors to field-test many of these activities.

## MOLEHILLS OUT OF MOUNTAINS

## CIRCLE TIME

CIRCLE TIME can best be described as group language instruction and practice. Goals and objectives in the areas of language, reasoning and problem solving and attending can be worked on during circle time. Suggested goals and objectives are listed in the following pages. You will find that as you become familiar with the circle time format that you may select different goals and objectives that you feel will also fit into this format of teaching.

Teaching in a group promotes generalization of language and attending skills learned in a more individualized instructional setting. Each "Circle Time" consists of the following elements:

INTRODUCTION: Show objects, pictures or other materials that are to be used. Students look at, touch, identify or name the objects and/or pictures.

DEMONSTRATION: Name the "game" you will be playing. Describe the task to the students and demonstrate the task for all the students to see.

GROUP PRACTICE: Students practice task involved in the game.

HELPER: Students raise hands and are selected, one at a time, to perform the group activity.

When beginning to teach your students in a group, set minimal goals. For example, these goals were selected for a class of non-verbal, severely retarded individuals who were all learning to communicate through the use of sign:

1.) To increase attending.
2.) To increase motor imitation skills (imitating signs, gestures, a point or touch response)
3.) To develop identification of objects and/or pictures.
4.) To develop ability to name a picture or object, using a sign.

Circle time for these students initially lasted only ten minutes. Edible and social reinforcement was used for appropriate sitting, attending and communication behaviors. Edible reinforcement can be gradually faded until it is no longer needed.

The following list of suggestions should be considered when initiating group activities with your students:

1.) Be consistent! Carry out at least one group activity each day. Decide on strategies to be used to cope with behavior problems and stick with it.
2.) Start small. Select simple objectives and try a ten minute group session while pouring on the reinforcement.
3.) Include all students. A basic lesson plan can be modified to include students at different developmental levels.
4.) Don't get discouraged! Most severely retarded students have not been taught to attend in a group. This skill takes time to develop.
5.) Utilize ALL STAFF during Circle Time. One staff will act as the "group leader" while other staff provide models for appropriate responses, assist in reinforcement delivery and give physical prompts when needed.

## MOLEHILLS OUT OF MOUNTAINS

### CIRCLE TIME

Students at different developmental levels can be expected to respond in some way. The following is a "response hierarchy" which lists a variety of responses from "easy to difficult". These are based on developmental scales. You will probably be able to think of other possible responses and fit them in.

Visual fixation (look at)
Visual tracking
Visual prehension (beginning to reach for what one sees)
Touch object
Grasp/hold object
Demonstrate function of object
Identify object by pointing to it (given choice of two, then choice of three)
Name object with a sign or a word
Name function of object with a sign or word
Use two word phrase to label object and function

As you look at the following goals and objectives and the Circle Time lesson plans, remember to modify the game to each student's ability level.

"Infrequent Visitor", the Bag Lady pays a visit to a group home to show the objects she has collected in her bag and see if anyone can figure out what they are and how to use them!

MOLEHILLS OUT OF MOUNTAINS

CIRCLE TIME

GOAL: The student will improve receptive and expressive language skills.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 0-6 MONTHS:

1.) The student will attend to visual stimulus for a specified period of time.
2.) The student will imitate a familiar body movement that he can see himself perform.
3.) The student will exhibit an observable response to auditory stimulus.
4.) The student will use two different methods of relating to an object that has been placed in his hand.

OBJECTIVES:

1.) The student will look at a person's face when being spoken to for five seconds.
2.) The student will look at an object held in front of him for ___ seconds.
3.) The student will look at and reach for an object presented.
4.) The student will turn in the direction of a sound source (bell ringing).
5.) The student will imitate a familiar movement upon seeing this movement performed by the teacher.
6.) The student will shake an object placed in his hand.
7.) The student will move body in some way to indicate desire for repetition of an interesting event.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 7-12 MONTHS:

1.) The student will attend to two or more objects simultaneously.
2.) The student will imitate a novel body movement that he can see himself perform.
3.) The student will demonstrate appropriate use of five to ten common objects.
4.) The student will touch the hand of the teacher to indicate desire of repetition of interesting event.

OBJECTIVES:

1.) The student will hold a small object in one hand and take another.
2.) The student will look at a picture for five seconds.
3.) The student will imitate raising of hand after the teacher demonstrates.
4.) The student will demonstrate the use of three common objects.
5.) The student will touch the hand of the teacher to indicate desire of repetition of an interesting event.
6.) The student will imitate three signs (eat, drink and clothes).
7.) The student will imitate three word approximations.

## MOLEHILLS OUT OF MOUNTAINS

## CIRCLE TIME

BASIC GOALS FOR DEVELOPMENTAL LEVEL 12 -18 MONTHS:

1.) The student will raise hand to indicate desire to participate in an activity.
2.) The student will follow five simple directions.
3.) The student will identify (touch or point) at least seven common objects.
4.) The student will recognize his own name and the names of peers and teachers.
5.) The student will identify two pictured objects.
6.) The student will label (sign/word) three common objects.

OBJECTIVES:

1.) The student will respond by raising his hand to the question "who wants to (name an activity)?".
2.) The student will identify one common object by selecting it from a group of three when asked to "show me the____".
3.) The student will raise his hand when his name is called.
4.) The student will identify (point or touch) another person when asked to "show me (person's name)".
5.) The student will identify (point or touch) a pictured object when presented with two pictures and asked to "show me____".
6.) The student will name (sign/word) three favorite objects or activities.
7.) The student will follow three one-step commands.
8.) The student will imitate ten signs that label favorite objects or activities when the sign has been demonstrated by the teacher.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 19-24 MONTHS:

1.) The student will identify ten pictured objects.
2.) The student will match identical objects.
3.) The student will match objects to corresponding pictures.
4.) The student will name (sign/word) ten pictures.
5.) The student will follow commands involving prepositions.
6.) The student will use a two sign/word phrase to describe objects and/or activities.
7.) The student will identify body parts and actions to be performed with the body part.

OBJECTIVES:

1.) The student will select a picture from a group of three when asked to "show me the____" for ten pictures.
2.) The student will respond to the command "find the same" by selecting an object from a group of three corresponding to the object in his hand.
3.) The student will respond to the command "find the same" by placing an object on the corresponding picture.
4.) The student will demonstrate his understanding of prepositions by placing an object "in" or "on" another object when requested to do so.

## MOLEHILLS OUT OF MOUNTAINS

## CIRCLE TIME

OBJECTIVES:

5.) The student will demonstrate his understanding of prepositions by placing an object "in" or "out" of another object upon request.
6.) The student will respond to the command "Show me (major body part)" by touching the named part on his body.
7.) The student will demonstrate two actions that can be performed with hands and feet when requested to do so.
8.) The student will name personal items as "my____" using a two word/sign phrase.
9.) The student will use a two word action+object phrase (word, sign, picture card or Blissymbolics) to label actions.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 25-36 MONTHS:

1.) The student will associate objects and pictures.
2.) The student will classify objects and pictures.
3.) The student will use a word/sign to name himself and others.
4.) The student will use a two to three word phrase to label actions and describe objects.
5.) The student will identify objects and pictures by their function.

OBJECTIVES:

1.) The student will classify clothing and food items into two groups.
2.) The student will sort clothing by items (socks, shirts, pants, shorts and T-shirts).
3.) The student will use a two word/sign phrase to describe the function of a common object.
4.) The student will select the appropriate object from a group of three when the teacher describes the object by its function.
5.) The student will give his name and the names of five peers upon request.
6.) The student will identify the "big" and "little" object when presented with identical objects except for size.

RELEVANCE TO GROWTH AND DEVELOPMENT:

Circle time focuses on the development of language skills. At the earliest levels, the students learn to attend, to imitate and to explore objects. Later, they will be able to show you how objects work, they learn to label objects, actions and use combinations of words to describe objects or label their actions.

Students also learn social skills. They learn to attend in a group setting, to wait for a "turn" and other rules of group participation.

You may notice that some of the goals and objectives for the birth through twelve month have been taken from the "Getting Ready to Learn" issue of Molehills Out of Mountains. Cognitive skills of attending, object permanence, ways of relating to objects and imitation are important skills to consider in language development.

## MOLEHILLS OUT OF MOUNTAINS

## CIRCLE TIME

THEME: "WHERE DOES IT GO?" (a classification game)

INTRODUCTION:

"I have alot of things that we use everyday. Some are things that we eat and some are things that we wear. I'll tell you what they are." Have the clothing items (shoe, sock, pants, shirt,sweater) in a laundry basket and the food items (apple, milk carton, can of soup, box of cereal, banana) in a grocery bag. Pull each item out and say: "This is an apple, it is something we eat." Stress the words that are underlined (noun, verb)

DEMONSTRATION:

"now that I've got all my objects out, I need to put them away. The food items belong in the grocery bag (demonstrate) and the clothing items belong in the laundry basket (demonstrate)."

GROUP PRACTICE:

"Let's finish putting them away. You can help me." Select an object. "This is an apple. It goes in the grocery bag." Help students respond on their different response levels. (see sample lesson plan on the theme "My House")

HELPER:

Take all the objects out and out them in a pile on a table. "Let's play a game! I'll pick out an object. You help se say what it is and show we where to put it." Choose an object. "What is this? It is red and it is round. That's right!! It's an apple. But...I don't know.... WHERE DOES IT GO??? Is it something to eat or something to wear? Who can help me? Raise your hand."

The student that is selected to help puts the object in the correct container. Repeat this until all the objects are put away.

As with all the circle time activities, use your own language and be animated! Conduct this particular game like you would "The Price is Right".

VARIATIONS: Use pictures of food and clothing iters, use different catergories of itmes (toys, self-care items, etc.)

## MOLEHILLS OUT OF MOUNTAINS

### CIRCLE TIME

THEME: "WHAT IS IT?" (a labeling game)

ACTIVITIES AND MATERIALS:

Five common objects, five shoeboxes with lids

1.) INTRODUCTION: Show each object, one at a time. Use a sign/word to name the object. Encourage students to touch, look at and demonstrate the object function.

2.) DEMONSTRATION: Place each object in a shoe box. Say "I want you to open the box and tell me what you find inside". Open one of the boxes and sign/say the name of the object.

3.) GROUP PRACTICE: Open each box and name each item again. The students can imitate sign/word that labels the item in the box.

4.) HELPER: Replace items in boxes and close lids. As for a student "helper". "Who can open a box and tell what is inside?" Students raise hands. The teacher selects a student to open a box. The student shows object to the group and names it using a sign or a word. Clap hands for correct responses.

VARIATIONS:
-Place object or pictures to be named on top of boxes. If the student correctly names the item, he opens the box and can keep the "prize" inside (it can be a small food or toy item)
-Students must name function of item in the box.
-Students must use a two word/sign phrase to name object and describe its function.

THEME: "GOOD MORNING CIRCLE TIME" ( a name recognition game)

1.) INTRODUCTION: The teacher starts the group by saying "Good morning" (student's name) to all students, one at a time.

2.) DEMONSTRATION: The teacher says "When I call your name, raise your hand." The teacher calls her own name or the name of other staff members and demonstrates raising hand.

3.) GROUP PRACTICE: Teacher reminds students to raise hand when their name is called. Practice raising hand.

4.) HELPER: Teacher calls the students names, one at a time. The student raises hand after name is called. If the student does this correctly, a staff person bangs two cymbals together. If appropriate, have the student say/sign "good morning" to all in the group.

MOLEHILLS OUT OF MOUNTAINS

CIRCLE TIME

THEME: "INFREQUENT VISITORS" ( an object function and labeling game)

ACTIVITIES/MATERIALS:

recordplayer, book and record set "Too Much Noise", bag lady costume (big sweater, two babuskas, two large shopping bags), assorted common objects found around the house., housekeeper costume (dusthat, cleaning jacket) cleaning items such as a sponge, wiskbroom, feather duster, toilet brush, dustcloth, mop, etc.

1.) Tell the students you are going to share a story with them about a man who has too many visitors come to his house. Go through and practice making animal sounds with them (cat, dog, hen, donkey, cow, chicken). While reading the story the students will be asked to imitate those various sounds.

While the story is going on, one adult will be getting dressed as the bag lady to make her appearance.

1.) INTRODUCTION: (Show the objects, pictures and signs that are to be used) Have the bag lady enter and explain how she has been going around the house collecting things that are very interesting. She can pull a few things out of her bag and label them for the students.

2.) DEMONSTRATION: (Model task you expect students to do) I'm going to pull an object out of my bag and tell you what it is and how you use it. Watch what I do.

3.) GROUP PRACTICE: (Students will practice the demonstrated task) "You pull an object out and tell me what it is. How do you use it?"

4.) HELPER: (One Student "volunteers" by raising his hand and assists the group leader through the task) Who would like to look in the bag lady's bag? Raise Your hand! Okay, Gina, take out an object. What is it? I Forgot! That is right, it's a cup. How would you use it? Good. Put it back in the bag.

This same procedure will be repeated when the cleaning lady appears. (Introduction, demonstration, group practice, helper.)

MOLEHILLS OUT OF MOUNTAINS

CIRCLE TIME

THEME: "BAG IT!" (an association game)

ACTIVITIES/MATERIALS:

objects that go together: spoon and bowl, toothbrush and toothpaste, shoes and socks, keys and lock, coat and mittens, etc., paper bags

1.) INTRODUCTION: Place objects in view of all the students (spread out on a table). Have students name, identify and touch objects with the help of the teacher.

2.) DEMONSTRATION: Say "I need to pack up my things. But first, I want to find the things that go together. Here is a shoe. It goes with a sock". Put the items in the paper bag. Repeat with all the objects.

3.) GROUP PRACTICE: Dump the objects out on the table. Repeat the demonstration with the students assisting.

4.) HELPER: Take the objects out of the bag and put them on the table. Select one object and ask for a helper to find the other object and then BAG IT! Repeat until all object pairs are bagged.

VARIATION:
-Use the DLM Association Picture Cards without the bags.
-Use two groups of objects that are similiar but not identical.

THEME: "YOU CAN DO IT!" (a motor imitation game)

1.) INTRODUCTION and DEMONSTRATION: Choose five to ten motor actions. Some examples are walking, clapping, jumping, touching body parts, raising hands, dancing. Demonstrate each action while saying "Look at me, I'm (jumping)!"

2.) GROUP PRACTICE: Repeat each action, one at a time and invite the students to copy the action as you call out "NOW you do it!"

3.) HELPER: Ask "who wants to help me?" Students raise their hands or are prompted to do so. The student must initate the activity you perform. For fun, change from one action to another (clapping to touching head, etc., and see if the student can keep up with you. Don't forget a big round of applause for cooperative helpers.

VARIATION:
-Show a pictured action and have the students perform what is pictured.
-Have the student perform an action for you to imitate.

MOLEHILLS OUT OF MOUNTAINS

CIRCLE TIME

THEME: "FIND THE SAME" (a matching skills game)

ACTIVITIES/MATERIALS:

flannelboard or pocket chart, assorted pictures that correspond to objects (toothbrush, vegetables, spoon, knife, bowl, etc.)

1.) INTRODUCTION: (Show the objects, pictures and signs to be used) "I have pictures of alot of things that we find around the house. (have all the pictures in the pocketchart or on the flannelboard) Let's name the pictures." (point to each picture and name/sign it)..

2.) DEMONSTRATION: "I have objects that go with the pictures on our board. I'll show you the ones that match." (Pick up an object and put it with the picture) Look, I found the same!"

3.) GROUP PRACTICE: (Students will practice the demonstrated task). "Let's match all the objects we have. You can help me.". Select an object. "This is a green pepper. Find the same" (point to the board of pictures)

4.) HELPER: (One student "volunteers" by raising his hand and assists the group leader through the task.)
Put all the objects out in front of the students. Pick one up. Ask the group "What is this?" "That's right, it is a knife" "Who can find the same?" (Point to the picture board) "Raise your hand and let me know!" "Allright, Michael, come on down and play "Find the Same".

The group leader should act like a game show host during the Helper phase. When the student finds the correct picture (or object), the rest of the students can clap and ring a bell.

VARIATIONS: Use identical objects, or use identical pictures

MOLEHILLS OUT OF MOUNTAINS

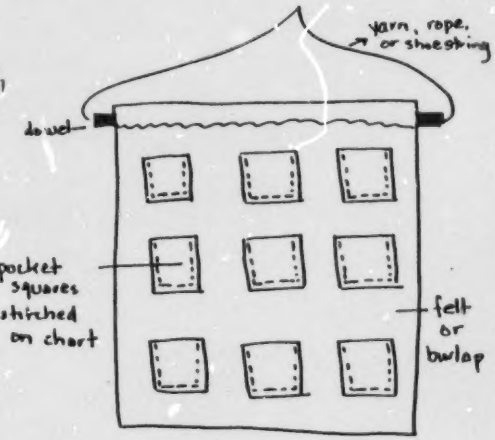
CIRCLE TIME

THEME: "CAN YOU FIND IT?" ( labeling game)

ACTIVITIES/MATERIALS:

a pocket chart (see diagram)
NOTE: you may wish to make the pockets out of a sheer material so the objects are not totally concealed.

common objects: comb, shoe, toothbrush, spoon, apple, banana, soap, washcloth, cup, hat, sock, pencil, book glasses, kleenex, etc.




1.) INTRODUCTION: Show each item to the students. Say "This is a ____." Practice naming/signing the name for each item. Students at lower developmental levels can look at, touch object or imitate the sign. As you name each item, place it in one of the pockets on the chart.

2.) DEMONSTRATION: Say to the group "Let's play "Can you find it? I want you to find the (object name and sign)." Then show the students how to reach in the pockets until they find the appropriate item.

3.) GROUP PRACTICE: Try finding another item with the students as your "guides". Provide lots of language: "Is it (object name) here?" "Is it in this pocket?" Find the object and name it.

4.) HELPER: Ask "Who wants to help me find a _____?" Raise your hand!" Student is selected and practices name/sign of the object he is asked to find. Then say "Can you find it?" Assist the student, if necessary, to find the correct item. Ring a bell, clap hands when the student selects the right object. Repeat until all the objects have been "found:"

VARIATION:
-Use pictures instead of real objects.
-As a memory/ object permanency game, "hide" one object at a time, then see if the student "helper" can find it.

## MOLEHILLS OUT OF MOUNTAINS

### CIRCLE TIME

THEME: "WHAT SHOULD I DO?" (an object function game)

ACTIVITIES AND MATERIALS:

five common objects (brush, cup, spoon, shoe, hat)

1.) INTRODUCTION: Show each item. Name it, using sign and word. Encourage student participation at each individual response level.

2.) DEMONSTRATION: Select one object. Say "I want to use this, but I don't know how. What should I do? Should I wear it? Should I drink from it?" Demonstrate the appropriate use of each object.

3.) GROUP PRACTICE: As you demonstrate the function of the object, encourage students to imitate your actions, drinking from a cup, combing hair, etc.

4.) HELPER: Select one object. Ask the students "What should I do?" "Who can help me use this?" Students raise their hands. Select a volunteer. The student must demonstrate the function of the object.

THEME: "Teacher of the Day"

Once your students have played one of these games MANY times, see if one of the students can assume your role as the group leader during the introduction, demonstration and group practice sections. You'll be in for some surprises as you sit back and critique your teaching style as seen through the eyes of your students!

## TEACHING TO MUSIC

Music is part of everyone's environment. The sounds we hear everyday are music: the song of a bird, crackle of thunder and lightening, the pitter-patter of raindrops, a television commercial, the car radio, music played on instruments. The music we hears evokes special emotions and students can learn that music communicates feelings. This can be expressed through spontaneous chants, songs and movement.

Music is a readily available leisure time activity for the severely impaired student. However, appropriate responses and ways to use music must be taught and reinforced just like every other skill. The severely impaired student can maximize his/her enjoyment of music time when initial structured activities occur.

The natural appeal of music makes it an inherently reinforcing activity. Through music you can build a student's vocabulary, reinforce concepts and develop motor and social skills. Students learn discrimination (fast/slow, tempo, pitch) skills through music. An attention span can be increased by just listening to music and accepting and reinforcing the student's natural response to music.

We offer these guidelines for structuring a music session:

(1) Vary your selection of songs: Use songs that are for listening, some that involve action on the group's part, vary tempo and introduce one popular song in the session.
(2) Plan initial music sessions to last no longer than 20 to 30 minutes.
(3) Use music you enjoy!
(4) Don't be concerned about your voice or dancing ability, it's your chance to be a star!!
(5) Make musical activities shared experiences.

Developing a lesson plan for music sessions can best be achieved by selecting a theme for the music session. Once the theme has been selected, the teacher can use the format for lesson plans that is described following the section on goals and objectives. The music lesson plans included in this issue of Molehills Out of Mountains can be used with all chronological ages. However, you may want to use strictly popular music with adults or children's songs with primary age students.

Each lesson plan has a tape that the teacher has made to correspond with the selected songs and activities. This tape and lesson can be repeated every day for at least one week. (You can extend it to two weeks if you don't get sick of the same old songs.) Repetition will be necessary for the students to learn what is expected of them during the songs.

Above all, music time is a fun time. It is your time to be a star. You will find that, on the average, your severely developmentally disabled students are not an extremely critical group to perform to.

MOLEHILLS OUT OF MOUNTAINS

MUSIC

GOAL: The student will become an active participant during music.

BASIC OBJECTIVES:

1.) The student will increase receptive and expressive language skills. (cognitive)
2.) The student will express preferences during music. (affective)
3.) The student will imitate motor patterns. (psychomotor)

SPECIFIC OBJECTIVES:

1.) The student will show passive awareness of music by responding with a change in facial expression and/or body position. (0-6 months, Caplan)
2.) The student will use simple instruments during music (bell, maraca, rattle). (7-12 months, Bayley)
3.) The student will demonstrate his interest in music by rocking to familiar tune, humming, patting hands, etc. (7-12 months, Caplan)
4.) The student will imitate the pitch and pattern of sounds that are sung. (7-12 months, Palmer)
5.) The student will indicate musical preferences. (13-18 months, Cohen and Gross)
6.) The student will use a variety of musical instruments that require two hands (cymbals, rhythm sticks, triangle, drum, sand blocks, tambourine, xylophone). (13-18 months)
7.) The student will use whole body activity to respond to music selections. (19-24 months, Gesell)
8.) The student will explore (use/listen to) a variety of musical sounds. (19-24 months, Gesell)
9.) The student will sign/sing along with songs. (25-36 months, LAP, Gesell)
10.) The student will interact with a peer during music time. (25-36 months)

RELEVANCE TO GROWTH AND DEVELOPMENT:

It is apparent that one can teach skills in the cognitive, affective and psychomotor domains through the use of music. Cognitively, the student can learn to perfect listening skills, he can learn the function of objects, and many so-called "academic" skills such as the alphabet, counting and labeling. The primary contribution music makes to cognitive development is in the area of language. Marilyn Cohen and Pamela Gross (1982) take a developmental look at emerging music skills in "normal" development. They state that "music is an integral part of your child's language development: during a crucial stage that experts call "babbling", babies literally "sing" before they talk. In the following months, while the toddler is still wrestling to perfect his talking skills, music is a natural and very personal language for him. Favorite songs introduce basic skills as well as new and exciting vocabulary words. "

## MOLEHILLS OUT OF MOUNTAINS

## MUSIC

RELEVANCE TO GROWTH AND DEVELOPMENT:

Affectively, the student learns personal preferences through music which will enable him to make choices and express his own interests. Critical social skills can be taught during a music session: he learns to wait for his own time to perform and he begins to interact with a friend during structured peer activities. Learning his name, the names of his friends and appropriate affective expressions of basic emotions are all part of learning through music.

Most music selections encourage body movement and actions. The student learns to imitate fundamental gross and fine motor patterns. He can develop a sense of rhythm and balance through music. These motor patterns can then be tested while he participates in creative movement to music or through basic dance.

Learning through music is a creative way to tap many avenues of development with your students. It is inexpensive, and only requires music, imagination and you!

SUGGESTED MATERIALS FOR MUSIC:

If you are on the most limited budget, go through your personal record collection and look for songs that fit the eight categories described in the sample lesson plan. If you are alloted some funds, these educational records will provide you with a very good base for planning music sessions.

PLAY YOUR INSTRUMENTS, MAKE A PRETTY SOUND (Ella Jenkins)
LEARNING BASIC AWARENESS THROUGH MUSIC, VOLUME I (Lou Stallman)
GETTING TO KNOW MYSELF (Hap Palmer)

Here's a list of the other records used in music session in case you are ever given "carte blanche" with a budget.

YOU SING A SONG AND I'LL SING A SONG (Ella Jenkins)
THE RHYTHM MAKERS
IT'S A HAPPY FEELING
I'VE GOT A REASON TO SING } (Ruth and David White, from the Tom Thumb
Oooo WE'RE HAVING FUN Record Library)
SING A SONG OF SOUNDS (Michael and Jill Gallina)
THE ELECTRIC COMPANY ORIGINAL CAST ALBUM
CHILDREN'S GREATEST HITS, VOLUME II (Tom Glazer)
THE MUSIC MACHINE (Candle)
MULTIPLICATION ROCK (Scholastic Rock, Inc.)
SIGNS! (Sesame Street)
MY NAME IS ROOSEVELT FRANKLIN (Sesame Street)
THE MUPPET MOVIE (Original Cast Soundtrack)
LETTERS AND NUMBERS (Sesame Street)
HOMEMADE BAND
THE FEEL OF MUSIC
EASY DOES IT! (Hap Palmer)
LEARNING BASIC SKILLS THROUGH MUSIC, VOLUME I
(actually, the entire Hap Palmer record library is a good investment, although an expensive one)

Sample Lesson Plan for Group Music Session (format described by Gail Jetton, Music Therapist during 1981 CEC presentation in New York City)

1. Hello Song: This is a song that is always used to start the music session. The song will remain the same. Suggestions would be "The Feel of Music" by Hap Palmer, "Sing a Song" by the Carpenters, "You Sing a Song and I'll Sing a Song" by Ella Jenkins.

2. Motor Song: Any type of song that would encourage gross motor movements. Examples would be "Shake", "Touch" , "It's Just Fun", "Rockin' Hula" all by Hap Palmer; "Follow the Leader", "Stop and Go" by Ella Jenkins or any areobic dance song for children.

3. Expressive song: This is a song that would encourage sound making, a sing a long or a "sign-a-long". Examples are "Sing a Song of Sounds" from the album of the same name, "The La-La Song", "Sammy" by Hap Palmer.

4. Receptive Song: This would be a song where the students would have to listen and perform the required task. An excellent example is "Play Your Instruments and Make a Pretty Sound" by Ella Jenkins or "Colors" by Hap Palmer.

5. One-Step Commands: This is similiar to receptive songs although the commands will be somewhat more simplistic and involve imitating motor patterns. An Example would be "Clap Your Hands" by William Janiak.

6. Academic Songs: These are any songs which would build upon the cognitive objectives that are set for the students. Traditional academics such as numbers or colors or the alphabet would be included here as well as labeling objects or pictures or demonstrating the function of objects. Examples would be "Look Around" and "Sounds All Around" by Lou Stallman, "Alligators All Around", "One Was Johnny", "Chicken Soup with Rice" all from the soundtrack Really Rosie by Carole King.

7. Emotional/Social Songs: These are any songs that would address the affective area and peer interaction songs. The song "I Like Me" from the album Ideas, Thoughts and Feelings" by Hap Palmer is a nice one to start with.

8. Goodbye Song: This song would be the same song as the Hello song to signify the end of the music session. Songs 1 and 8 are the same and should always remain that way.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "CELEBRATION: PART I"

ACTIVITIES/MATERIALS

1. "Celebration" (Kool-n-the Gang) this song indicates the beginning of the music session. Students will assemble in semi-circle. The group leaders will model isolated movements to music for students to imitate (clap hands, slap knees, move head side to side, stamp feet). Toward the end of the song the group leaders will imitate model actions that are done with a peer (clap each others hands, slap thighs).

2. "Shake Something" (Hap Palmer) the students will imitate a specific gross motor movement modeled by leader and named during song.

3. "My Name" (Lou Stallmen) the leader will point to a specific student and ask name non-verbal students will be given name signs to imitate, or encouraged to look in the direction their name is being called.

4. "Play Your Instrument" (Ella Jenkins) student will learn the function of objects (specific musical instruments). They will demonstrate the appropriate way to play the instrument. Opportunity will be provided to play as a group and as a solo. A big emphasis on this selection is learning to take turns and follow directions.

5. "Shake a Tailfeather" (Ray Charles) the students will be required to follow simple one-step commands involving motor actions. (shake hands twist arms, circle arms, bend over, shake buttocks). They will be asked to respond when pointed to by leader.

6. "Alligators All Around" (Carole King) this song introduces the letters of the alhabet. Group leaders will model the signing alphabet and students will imitate.

7. "I Like Me" (Hap Palmer) group leaders will tell each student one thing they like about them. The second time around the verbal student will be asked to tell something they like about themselves.

8. "Celebration" (Kool-n-the Gang) this song indicated the end of the music session. The group leader can repeat activity #1.

## ROLLHILLS OUT OF MOUNTAINS

MUSIC THEME: "CELEBRATION: PART II"

ACTIVITIES/MATERIALS:

1.) "Celebration" (Kool and the Gang) This song indicates the start of the music session. Repeat Activity #1 from the lesson "Celebration: Part I".

2.) "Follow the Leader" (Ella Jenkins) This song requires that the students imitate the gross motor patterns named in the song and modeld by the group leader. (clap hands, slap thighs, beat chest, tap knees, stamp feet, slide feet)

3.) "What Is Your Name?" (Hap Palmer) The group leader will point to a specific student and sing/sign the phrase "what is your name". The student will respond with a name or signed response. If the student cannot respond at all, the staff will yell the student's name when he is pointed to and expect the student to respond to his name being called.

4.) "Play Your Instruments" (Ella Jenkins) This receptive language song is a repeat of Activity #4 from the lesson "Celebration: Part I".

5.) "Shake a Tailfeather" (Ray Charles) This song focusing on one-step commands and motor imitation is a repeat of Activity #5, from the lesson "Celebration: Part I".

6.) "Sign Song" (Bill Cosby and the Electric Company) The group leader will point to pictures of common street signs as the song sings them out. Students call out signs along with record or point to the proper symbol.

7.) "Friend on the Floor" (Hap Palmer) Students will be asked to sit across from a peer and perform the actions mentioned throughout the song. (Move the part mentioned: arms, legs, shoulders, head, knees, elbows)

8.) "Celebration" (Kool and the Gang) This repeat of song #1 indicates that the music session is over. Repeat activity #1, lesson "Celebration: Part I".

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "I'LL PLAY FOR YOU: PART I"

ACTIVITIES/MATERIALS:

1.) "I'll Play For You" (Seals and Crofts) This song indicates the beginning of the music session. The students will assemble in a semi-circle. The first part of the song is very quiet. The group leader emphasizes the phrase "play for you" through signing and singing it loudly. Toward the end of the song, the group leader will encourage the students to sing along, clap their hands and stamp their feet.

2.) "Turn Around" (Hap Palmer) This song is a gross motor song that should be conducted with the students standing up. It stresses opposite concepts (open and close, loud and soft). The group leader models the action for the students to imitate.

3.) "What is Your Name?" (Lou Stallman) This is a name calling game. The group leader will point to specific students and ask them their name. The non-verbal students will be given a name sign to imitate or expected to respond when their name is called out by the group.

4.) "The Freeze" (Greg and Steve) This is a variation of the popular children's game "Statue". The students can move any way they like but must listen and stand still when the music quits.

5.) "Follow the Leader" (Ella Jenkins) This is another version of a popular children's game "Simon Says". The students model the one-step commands that are demonstrated by the group leader and called out in the song.

6.) "One Was Johnny" (Carole King) This is a counting song about a boy who solves a dilemma of too many creatures in his house. The students are expected to count to ten.

"Count It Highter" (Sesame Street) This is a rock and roll song that challenges the students to count "higher and higher". The students are expected to count to ten.

7.) "I Like Me" (Hap Palmer) The group leaders will tell each student one thing they like about them. The second time around, the verbal students will be asked to tell something they like about themselves.

8.) "I'll Play For You" (Seals and Crofts) This is a repeat of song/activity #1 which indicates that music session is finished.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "I'll PLAY FOR YOU: PART II"

ACTIVITIES/MATERIALS:

1. "I'll Play for You" ( Seals and Crofts) This song indicates the beginning of the music session. Repeat Activity #1 from the session "I'll Play for You: Part I".

2. "Turn Around" (Hap Palmer) This is a gross motor song that is conducted with the students standing up. The students imitate the actions of the group leader as they are called out on the record.

3. "Sammy" (Hap Palmer) This is a story song about a boy who pretends to be various different animals while walking to the store. The students can sing/sign along with the chorus. (signs to be used are walk, fly, swim, crawl, hop). During the instrumental parts, the students can imitate the motor action demonstrated by the group leader.

4. "The Freeze" (Greg and Steve) This song is a repeat of Activity #4 from the session "I'll Play for You: Part I".

5. "Shake a Tailfeather" (Ray Charles) The students are expected to follow the one step commands of twist, shake, loop-de-loo, and bend over. The group leader models the task. ( Refer to the session "Celebration" for any additional instruction for this activity)

6. "Sign Song" (Sesame Street) This is a song where the students must name common street signs or point along a chart when the sign is named during the song. (Refer to Activity #6, session "Celebration: Part II)

7. "Won't You Be My Friend?" (Hap Palmer) An instrumental line is followed by the song "Won't You be My Friend?" The group leader will call out a student's name. The student will stand and clap his hands while the group signs/sings "Won't You Be My Friend?"

8. "I'll Play for You (Seals and Crofts) This song signals the end of the music session. Repeat Activity #8, from the session "I'll Play for You: Part I"

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "EVERYBODY IS A STAR: PART I"

ACTIVITIES/MATERIALS:

These songs will provide experiences for each student to perform and be a "star".

1.) "Everybody is a Star" (Sly and the Family Stone) This is the introduction song for this music session. The students can follow the movements of the group leader which can include clapping and pointing to self when the phrase "everybody is a star" comes on.

2.) "Come and Dance" (David and Ruth White) This is a gross motor song which encourages the students to dance the way they want to the music. This can be done as a group or as a "spotlight" dance. The group leader can call each student individually to stand up and dance for the group.

3.) "Tomorrow" (from the soundtrack "Annie") The group can become Broadway stars learning the sign/word "tomorrow" to sing along with this song. It provides enough repetition for the students to use the word/sign.

4.) "Play Your Instruments and Make a Pretty Sound" (Ella Jenkins) This is a receptive language song that requires the students to listen until their particular instrument is called. They must also take turns being in the "spotlight" and performing their solo music selection. It is a repeat from past lessons.

5.) "Shake a Tailfeather" ( Ray Charles from the Blues Brothers Movie Soundtrack) This is a song which stresses one-step commands. The students will imitate the group leader shake, twist wrists, loop-de-loo (circle arms), bend over, and shake a tailfeather (shake butts). The group leader can point to specific students and call names for a "solo tail-shakin' experience". This song is also a repeat from past lessons.

6.) "Chicken Soup with Rice" (Carole King from the soundtrack Really Rosie). This is a song which indentifies the months of the year. Each student is given a month sign to hold. When the month is called out on the record, the student will hold his/her sign up. (Group leader will need to prompt). Names and signs for the months will also be used for the group to "sign or sing" along.

7.) "What Do People Do? (Hap Palmer) This song labels emotions and the students will be asked to act out the emotion that is called for in the song. The group leader can act as a model for the students who are unable to express behaviors for some of the emotions.

8.) "Everybody is a Star" (Sly and the Family Stone) This is a repeat of Activity #1 that signals the end of the music session.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "EVERYBODY IS A STAR: PART II"

ACTIVITIES/MATERIALS:

1.) "EVerybody is a Star" (Sly and the Family Stone) This is the "theme" song and it introduces the music session. Refer to Activity #1, "Everybody is a Star; Part I" for additional directions.

2.) "Walking Notes" (Hap Palmer) This gross motor song involves walking at different tempos. The group leader can model the stride and have the students follow.

3.) "Tomorrow" (from the soundtrack "Annie") This song for future Broadway stars is a repeat of Activity #3 from the lesson "Everybody is a Star: Part I".

4.) "Colors" (Hap Palmer) Each student is given a color swatch of either green, blue, yellow, or red. They must listen for their color to be called and then stand up. The group leader can assist by pointing to the students who are to stand up when the color is called.

5.) "Shake a Tailfeather" (Ray Charles from the soundtrack The Blues Brothers) This song is a repeat from Activity #5 from the lesson "Everybody is a Star; Part I".

6.) "Sign Song" (Bill Cosby and the Electric Company) Sometimes we can't all be stars but we need to be part of a chorus. The group leader should put up a poster containing pictures of all the signs used in this song. The group says the sign as the leader pints to it and as it is called out in the song.

7.) "Friend on the Floor" (Hap Palmer) This song is a partner act. The student will team with another peer and perform the actions described in the song. This is a repeat of Activity #7 from the lesson "Celebration: Part II".

8.) "Everybody is a Star" (Sly and the Family Stone) This signals the end of the music session and is a repeat of Activity #1.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "YOU SING A SONG AND I'LL SING A SONG"

ACTIVITIES/MATERIALS:

1.) "You Sing A Song" (Ella Jenkins) This song indicates the start of the music session and introduces the theme. Have the children sing along with the song or sign key phrases. Students that are on gestural communication systems can be expected to point to the group for "you" and to themselves for "I'll".

2.) "The Locomotion" (Little Eva) This is a gross motor song that introduces a simple dance for the students to follow. The group should start out in a circle and move from side to side during the first part. Everyone jumps "in and out" when the record says to. During the second chorus, the group holds hands and forms a line which moves in and out of chairs and furniture until the end of the song.

3.) "Everybody Sings Along" (Jill and Michael Gallina) This is an expressive song where the students are expected to hum, doodle, sing la, la, and whistle. The group leader points to the students when they are expected to sing along. Any type of verbal approximation is encouraged and accepted.

4.) "Stop and GO" (Ella Jenkins) This is a receptive song that the students can sing to while they do the action. It is similiar to "The Freeze" in that they can move until they hear the word stop.

5.) "Clap Your Hands" (William Janiak) This song contains a series of one-step commands such as clap hands, tap toes, blink eyes, etc.

6.) "Chapel of Love" (The Dixie Cups) Another time when people sing songs is at weddings. The students will learn the words/signs to the chorus of this song. The key words/signs are "chapel", "love", "go", "Marriage".

7.) "I Like Me" (Hap Palmer) Sometimes we feel very happy when we sing and we like to sing out about ourselves. This song is a repeat of activity #7 from the lessons "Celebration: Pa. I and II." The group leader tells some of the group what they like about the student. During the second chorus, the students can tell what they like about themselves.

8.) "You Sing A Song" (Ella Jenkins) This song signals the end of the music session. Repeat Activity #1.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "SING A HAPPY SONG"

ACTIVITIES/MATERIALS:

1.) "Sing a Happy Song" (Greg and Steve) This song starts the music session. The students will imitate the gestures made by the group leader during the verses of the song. During the "la-la" part, the students will sing along. They will also hold hands and sway side to side. This activity can be tried while sitting on the floor in a circle.

2.) "Wiggle Wobble" (Greg and Steve) This is a gross motor song that encourages movement with the total body. It can be conducted standing or sitting. The students move as directed to throughout the song. Stress during the introduction of the song how when we sing songs we often like to dance.

3.) "Everybody Sings Along" (Michael and Jill Gallina) This song is a repeat from Activity #3, Sing a Happy Song:Part I.

4.) "Make a Sound" (David and Ruth White) This is a receptive song that students can play instruments to. Each student is given an instrument and must listen to the selection where (s)he plays her specific instrument. The sounds that are included are jingle, tap, rub, rap, shake and drum.

5.) "Follow the Leader" (Ella Jenkins) The group follows the one-step commands that are sung by Ella and modeled by the group leader.

6.) "Chapel of Love" (Dixie Cups) This is a repeat of Activity #6, from the lesson "Sing a Happy Song: Part I".

7.) "Won't You Be My Friend?" (Hap Palmer) This is a repeat of Activity #7 from the lesson "I'll Play for You: Part II". The group sings the phrase "won't you be my friend?" The group leader then calls out one students name. That student stands and claps his/her hands while the the phrase is sung. This is repeated until everyone is standing.

8.) "Sing a Happy Song" (Greg and Steve) This song signals the end of the music session. Repeat Activity #1.

"Going to the Chapel of Love"

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "WE ARE FAMILY: PART I"

ACTIVITIES/MATERIALS:

1.) "We Are Family" (Sister Sledge) This is the introduction song for the music session. The students can clap to the verse. When the chorus "We are family" comes on, everyone holds hands and sways to the music.

2.) "Put Your Hands Up in the Air" (Hap Palmer) This is a gross motor song where the students are expected to follow the directions in the song and the actions modeled by the group leader.

3.) "What is Your Name" (Hap Palmer) Everybody has a name in a family. When the group leader point to the student, he must say/sign his name. If the student is unable to do this, have the group call out his name to encourage a response. (The student can raise his hand when he hears his name)

4.) "Make a Sound" (Ruth and David White) People in families must learn to take turns and let others share the spotlight. This song is a repeat of Acitivty #4 from the lesson "Sing a Happy Song: Part II". The students will play various musical instruments.

5.) "Follow the Leader" (Ella Jenkins) Sometimes in families we have to all do what one person tells us to do. This song lets us practice. It is a repeat of Activity #5 from the lesson "I'll Play for You:Part I"

6.) "Chapel of Love" (Dixie Cups) A time when families get together is at weddings. The group will serenade the "bride" during the chorus of "Chapel of Love". See the lesson "Sing a Happy song: Part I and II", Activity #6 for further directions.

7.) "I Like Me" (Hap Palmer). The group leader will tell each student one thing that they like about them. The second time around, the verbal students will be asked to tell something they like about themselves.

8.) "We Are Family" (Sister Sledge) This is a repeat of Acitivty #1 which signals the end of the music session.

MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "WE ARE FAMILY: PART II"

ACTIVITIES/MATERIALS:

1.) "We Are Family" (Sister Sledge) This song introduces the theme and the music session. Refer to Activity #1 from the lesson "We Are Family : Part I" for further instructions.

2.) "Touch" (Hap Palmer) This is a gross motor song that also requires a partner. The students are expected to follow the directions in the song and the actions modeled by the group leader(s).

3.) "My Name" (Lou Stallman) Everybody in a family had a name and this song gives us a chance to say it nice and loud. This is a repeat from Activity #3 from the lesson "I'll Play for You: Part I"

4.) "Play Your Instruments" (Ella Jenkins) People in families must learn to take turns and this song places a big emphasis on taking turns and listening for directions. It is a repeat of Activity #4 from the lesson "Celebration: Part I"

5.) "Stop and Go" (Ella Jenkins) Families have to learn to listen and do what the group leader says. This song is a repeat of Activity #5 from the lesson "You Sing a Song: Part I"

6.) "Chapel of Love" (Dixie Cups) This song is a repeat of Activity #6 from the lesson "We Are Family :Part I"

7.) "Won't You Be My Friend?" (Hap Palmer) Families are also friends with each other. This song is a repeat of Activity #7 from the Lesson "I'll Play for You: Part II" The group sings the phrase "Won't you be my friend?' The group leader then calls out one student's name. That student stands and claps his/her hands while the phrase is usng. This is repeated until everyone is standing.

8.) "We Are Family" (Sister Sledge) This is a repeat of Activity #1 and signals the end of the music session.

## MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME "ROCK WITH ME"

ACTIVITIES AND MATERIALS:

1.) "Rock With Me" (Michael Jackson) This introduction song stresses the theme of the session. The students will focus on rocking, rhythm and feeling the beat. While this song is playing, assemble the students in a semi-circle. Students can sit in chairs or on the floor. During the song, the students can either join arms or hands and "rock" to the beat. With lower functioning students, the teacher can pair with a student and gently rock him back and forth.

2.) "Rocka Rhythm" (Ruth and David White) The students will have a chance to imitate the group leader clap, jump and stamp to a rollicking rock and roll rhythm.

3.) "Name Rhythms" (Ruth and David White) As the song states, everybody's name has its own rythm. The song uses examples to clap out names with one, two, three and four sylables. After the song is finished, take time to go around the circle and clap out the rhythm in each person's name and sing the tune learned in the song.

4.) "Even Beats" (Ruth and David White) The students must listen and pick up the beats described in the song. If you have access to a metronome, set it to the beat to the song. The students can clap the beat or tap it out with instruments. For those students unable to do those actions, have an adult rock the student from side to side to the beat.

5.) "Follow the Leader" (Ella Jenkins) This song explores the rhythms and sounds we can make with our body as an instrument. The students follow the one step commands demonstrated by the teacher.

6.) "Shake, Rattle and Roll" (Bill Haley and the Comets) This takes some doing, but it is alot of fun. Three students will be selected to act out the verses. This involves one student holding a pan and shaking it, one student in a dress and wig, and one student holding and signing with a picture of a cat. (Listen to the song and you'll figure this out.) The remaining group is di-ided into three sections: one will shake, one will use rattles, and one will move hands in a circle for rolling during the chorus. Point to each group when the record says "shake, rattle and roll".

7.) "Together" (Hap Palmer) The group sits in a circle and either holds hands or links arms. The music suggests you let your body move to the rhythm and get the feeling of being together.

8.) "Rock With Me" (michael Jackson) This is a repeat of the first song and signals the end of the music session. Since the group is already on the floor, end the session by gently rocking side to side during this song. If you rock gently enought, maybe you'll put some of your students to sleep!

## MOLEHILLS OUT OF MOUNTAINS

MUSIC THEME: "WE GO TOGETHER"

ACTIVITIES AND MATERIALS:

1.) "We Go Together" (John Travolta, Olivia Newton-John and the cast from the original sountrack of GREASE). This song introduces the there of the music session which will stress relationships. These relationships can be between things or people. The group leader should learn the words to this catchy song. While the students are assembling in a semi-circle, the group leader sings a part of the song to each student. The group leader should link arms or hold hands with the student while signing/singing the song to emphasize the feeling of "together".

2.) "Good Times" (Ruth and David White) Good times and dancing seem to just go together. During this gross motor activity, the students can dance anyway they want during the song. Encourage them to move different parts of their bodies and to dance with one another.

3.) "Everybody Sings Along" (Jill Gallina) The students will have to repeat the sounds that go with the one demonstrated by the group leader. This song is a repeat from past lessons.

4.) "One of These Things is NOT Like the Other" (Sesame Street Original Cast) The students will have to listen to the record and find the sound that does not go together with the other sounds.

5.) "Play" (Hap Palmer) This is a little more advanced than simple one step commands. The student is given an instrument to play and asked to perform a one step command. The actions are tap foot, nod head, bend knees, sway from side to side, shake leg, turn around, stamp feet and wiggle hips.

6.) "Go Together Naturally" This song by Hap Palmer discusses things that are related to each other. The group leader should have a picture of the following items together to show during the song: shoes and socks, pots and pans, bird and tree, honey and bee, keys and locks, boats and docks, eggs and ham, toast and jam.

7.) "Won't You Be My Friend?" (Hap Palmer) Nothing quite goes together as well as good friends. The student will stand and clap when his name is called.

8.) "We Go Together" (Grease Soundtrack) Repeat Activity #1.

## "OLEHILLS OUT OF MOUNTAINS

CENTER/THEME Music/ "Feelings"

GOAL: The student will become an active participant in music.

OBJECTIVES:

1.) The student will increase receptive and expressive language skills.
2.) The student will imitate motor patterns.
3.) The student will imitate facial expressions.
4.) The stuent will identify an appropriate feeling.
5.) The student will label an appropriate feeling.

ACTIVITIES/MATERIALS:

1.) "Feelings" (Marry Bannilow from Sesame Street) This song will introduce the topic of feelings to the group.
2.) "Feeling Good/Feeling Bad" (Bert and Ernie) This song introduces two general feelings. The song can be acted out using Bert and Ernie puppets. The students will be expected to watch the puppets and the instructor. The instructor should try to have the puppets interact with the group as much as possible.

The next set of songs explore individual feelings. The Instructors will perform the songs for the group. They can act out the feelings and the actions described in the song. Visual aids and props for this part of the lesson could include: Bert, Ernie and Oscar puppets, Bert, Ernie and Oscar costumes that the instructors could wear, paper plate masks of the facial expressions needed for the songs, a picture set depicting the feelings.

3.) Happy (Maria from Sesame Street)
4.) Sad (Olivia from Sesame Street)
5.) Like/Dislike (Luis from Sesame Street)
6.) Grouchy (Oscar from Sesame Street)
7.) Scream (Maria from Sesame Street)
8.) Fear (bert and Ernie from Sesame Street)

The songs that follow will allow the group to act out some of the feelings they have just seen demonstrated by the instructors. The instructors should still model the appropriate responses as they go through the songs with the group.

9.) Feelings (Hap Palmer from Getting to Know Myself) The group will act out feelings of happy, sleepy, angry, funny and sad.
10.) "What Do People Do?" (Hap Palmer from the album Getting to Know Myself) The group will act out the feelings of angry, sad, happy and fearful.
11.) "Listen to the Music" (Sesame Street) The group can listen to the music and move their bodies in a way that makes them feel good. You can encourage any type of gross motor movement that the student makes.
12.) "Feelings" (Sesame Street) This is a cool down song and it is a repeat of the first song on the tape.

## COOKING

We use the term "cooking" to refer to any food preparation. Some of the recipes will require the use of a hot plate or an oven, however, most do not. We chose food preparation as a large group activity for several reasons:

1.) Food is a reinforcer and an attention grabber.
2.) Many students need to learn to behave appropriately in the presence of food.
3.) Students can enrich language skills by naming foods, utensils and actions involved in preparing food.
4.) You can encourage students to try foods of varying flavor and texture.
5.) Cooking stimulates ALL SENSES- you can draw the student's attention to smells, sounds, sights, tastes and the feel of foods.
6.) Students learn social behaviors such as waiting for a turn and attending to task in a group setting.

The "cooking class" has a format similiar to CIRCLE TIME. The students sit in a semi-circle in front of a table. The teacher places all foods and utensils to be used on the table. Prior to the class, the teacher has prepared a picture poster of the recipe. The recipe should be written in sequential steps, using pictures next to the key words (orange, stir, pour, etc.) This recipe chart is used to explain the steps in food preparation to the students. The teacher names all utensils and food items to be used and asks the students to repeat the names. Then the teacher begins Step I of the recipe, asking for a student helper. The student is assisted with cutting, measuring, chopping, pouring. The teacher carefully names what the student is doing and asks the other students to do this. The students are shown, when appropriate, what is in the bowl or pan at each stage of the procedure. They are encouraged to taste and yes, even feel, food items (smear a piece of the food on a paper plate and let them explore!). At the end of the class, the students eat and enjoy the "fruits" of their labor.

Remember to observe good cleanliness- washing utensils, hands and foods when needed. This is a good time to teach and reinforce "clean hands". Make a point that the students who keep their hands clean get to handle the food- those who have dirty hands will NOT handle food. Keep a can of "WET ONES" near to ensure cleanliness immediately prior to food handling.

The goals and objectives selected for "cooking class" are mainly from the areas of fine motor, language and attending. You are encouraged to list your own goals and objectives and to include recipes of your own. We have included some SIMPLE recipes that we have used with students. You can be more elaborate or simple, depending on your student's abilities.

MOLEHILLS OUT OF MOUNTAINS

COOKING

GOAL: The student will increase socialization and self-help skills.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 0-6 MONTHS:

1.) The student will attend to visual and/or auditory stimulus.
2.) The student will respond to tactile and/or olfactory stimulus.
3.) The student will reach for and grasp an object.

OBJECTIVES:

1.) The student will react to an auditory stimulus by looking at the sound source or stopping activity. (blender, electric mixer, metal spoon stirring, chopping, shaking etc.)
2.) The student will attend to cooking activity for ___seconds.
3.) The student will respond with a change in facial expression and/or body position when smelling an item.
4.) The student will respond with a change in facial expression and/or body position when touching a food item.
5.) The student will hold an object (spoon, cup, bowl) for ___seconds when it has been placed in his hand.
6.) The student will reach for a utensil used in cooking class when the object is held within his reach.

NOTE: All objectives listed in "Any Way You Cut It" issue of Molehills Out Of Mountains are appropriate for use during cooking with this developmental level.

BASIC GOALS FOR DEVELOPMENTAL LEVEL 7-12 MONTHS:

1.) The student will use the fine motor skills of reaching, grasping and releasing as a way of relating to objects.
2.) The student will imitate three simple actions performed during cooking class.
3.) The student will demonstrate appropriate use of five to ten common objects.

OBJECTIVES:

1.) The student will reach and grasp kitchen utensils.
2.) The student will imitate a stirring motion using a bowl and spoon following a teacher demonstration.
3.) The student will imitate pouring liquid from a container using the said items following a teacher demonstration.
4.) The student will demonstrate the use of five utensils used in cooking class.
5.) The student will grasp and release food items into a bowl when presented with the food objects.
6.) The student will identify two objects or food items used frequently during cooking class by reaching for/grasping them when they are named.

NOTE: Objectives from "Any Way You Cut It" can be used during cooking for this developmental level.

MOLEHILLS OUT OF MOUNTAINS

COOKING

BASIC GOALS FOR DEVELOPMENTAL LEVEL 13-18 MONTHS:

1.) The student will identify utensils and food items.
2.) The student will name kitchen utensils and food items.
3.) The student will imitate three actions (stirring, chopping, pouring).
4.) The student will use a pincer grip to manipulate food items.

NOTE: One-to-one supervision is recommended for students using kitchen utensils during cooking.

OBJECTIVES:

1.) The student will point to a minimum of three common objects upon request. (ie. bowl, spoon, cup, knife, plate)
2.) The student will use a sign/word to name at least three common objects when asked "What is it?"
3.) The student will use a sign/word to name at least five food items when asked "What is it?"
4.) The student will pour liquid from one container to another container after demonstration from teacher (more refined pouring than previous level).
5.) The student will grasp and hold spoon and stir contents in a bowl with minimal assistance (if necessary).
6.) The student will grasp and appropriately hold knife and make chopping motions with physical assistance (hand over hand) by teacher.

BASIC GOALS FOR DEVELOPMENTAL LEVEL FOR 19-14 MONTHS:

1.) The student will name food items and utensils.
2.) The student will name actions performed in cooking class.
3.) The student will use a gesture, sign or word to make a simple choice.
4.) The stuent will identify three pictures.
5.) The student will use a fisted grasp to manipulate objects.

OBJECTIVES:

1.) Given a choice of two items, the student will use a gesture, sign or word to indicate which item he wants.
2.) The student will point to a pictured food item on the recipe chart when asked to do so.
3.) The student will name ten food items or kitchen utensils using a sign or word.
4.) The student will use a word, sign or gesture to name three actions performed during cooking class (stir, pour, bake, cook, slice, etc.)
5.) The student will grasp, hold and make chopping motions with a knife when requested upon one-to-one teacher supervision.
6.) The student will spread food item with a knife.
7.) The student will grasp an egg beater and/or mixer and hold it(with teacher assistance) to mix contents in a bowl.

MOLEHILLS OUT OF MOUNTAINS

COOKING

BASIC GOALS FOR DEVELOPMENTAL LEVEL 25-36 MONTHS:

1.) The student will use a two word phrase (action and object, descriptive word and object) to describe objects and actions.
2.) The student will identify pictured objects and actions.
3.) The student will use two hand coordination to manipulate objects.
4.) The student will use refined, upper extremity movements to manipulate objects.
5.) The student will categorize food items and kitchen utensils.
6.) The student will perform, in the correct sequence, a three step "cooking" direction.

OBJECTIVES:

1.) The student will use sign/word to name pictured food items, actions, and cooking utensils on recipe chart when requested.
2.) The student will point to pictures of food items and actions on recipe chart upon request.
3.) The student will pour liquid from one container to another given a verbal directive.
4.) The student will hold food item to be cut and make approximation of a slicing motion with a knife given a verbal directive. (use supervision)
5.) The student will grasp bowl with one hand and stir with the other given a verbal directive.
6.) The student will hold "stick" in one hand and place sections of food on it using the other hand given a verbal directive.
7.) The student will sort food items and kitchen utensils into seperate piles.
8.) The student will use a two word/sign phrase (action and object) to label an action performed during cooking. (ie. cut apple, pour milk. etc.)
9.) The student will complete a sequence of three steps during cooking. (Example, put cheese on bread, put meat on bread, put mushrooms on bread for pizza).

RELEVANCE TO GROWTH AND DEVELOPMENT:

During "cooking class", goals and objectives in the areas of attending, imitation fine motor and language can be worked on simultaneously. Emphasis on the sensory aspect of cooking can attract all students at every developmental level. Students get pleasure from creating and are reinforced by eating their creation!

Social behaviors, such as correct behavior with food, cleanliness, turn-taking are also learned during cooking class.

At each developmental level, the sections on "relevance to growth and development" in the resource guides "Getting Ready to Learn!", "Any Way You Cut It!" can be refered to. The benefits for language training are that cooking provides an actual experience to discuss as it happens, and there is built in motivation to communicate...at least the students want to "ask" for the food to eat. Students are not practicing communication skills "in a vacuum" but are actually relating them to an on-going event.

## CREATING A COOKING CENTER

Cooking is an activity that can be used to meet several quite different objectives. Using food is reinforcing in itself and will often capture the attention of students and hold it longer than other materials. Cooking also provides students the opportunity to do something "real"— something that is a part of their environment outside the school.

Not only is cooking fun- but you are teaching skills in the cognitive, affective and psychomotor domains. Language concepts are built through labeling, using prepositions, following one and two-step commands and sequencing. Math and science concepts are introduced: it provides opportunity for measuring, counting and telling time. All the senses are involved in cooking: students smell the aroma of food being cooked and the spices being used, they feel the different textures, they see the textures and colors change, they hear the sound of food (corn popping, celery crunching) and they taste the delicious results!

The function of objects can be taught through actual practice with the tools of cooking. Students learn to take turns preparing food and learn to perform a variety of domestic tasks. Large muscles are used to pick fruits and vegetables from a garden to be used in the cooking center. Small muscles are used to stir, chop, scoop, slice, etc.

Ideally, a cooking center should be in the school kitchen. However, if this is not available to you, a cooking center can be made in any corner of your classroom. Wherever the center is, be prepared for a mess. A mess is a part of cooking and the process of cleaning up is as valuable as cooking itself.

The following suggestions will be helpful in establishing a cooking center:

(1) Have a place for all tools and stress that all tools return to their place. A pegboard is often helpful for hanging utensils. Draw an outline of the utensil on the pegboard and color code items to help students remember where to put them.
(2) Break recipes into simple steps. Post the recipe on the bulletin board and use as many pictures as possible.
(3) Have unbreakable equipment whenever possible.
(4) Stress washing hands before cooking and keeping them clean.
(5) Always let the students prepare the recipe as independently as possible.
(6) When the students learn a recipe, send a copy home stating that the student can make it independently, etc.
(7) Know what foods students are allergic to.

Equipping the center can be completed by visiting garage sales or asking for donations. Purchasing the food can be done through the school budget, by asking parents to send in one item a month to be used, or by purchasing the food yourself and deducting the amount as a business expense on your income tax return.

## MOLEHILLS OUT OF MOUNTAINS

### COOKING

RECIPE: "RAW VEGETABLES AND DIPS"

ACTIVITIES/MATERIALS:

1. Materials: Provision for hand washing, dull knives, cutting board, pastry cutter, spoon, 3 bowls, (Large), apron, chef's hat, 2 packages creed goddess dressing, large container of cottage cheese, large plain yogurt, large package of onion soup mix, bunch celery, 3 cucumbers, 3 green peppers, cherry tomatoes.

2. Recipe(s): Make posters of the recipes, using pictures to demonstrate each step. Refer to this poster while cooking.

RAW VEGETABLES

1. Cut the tomatoes in half.
2. Cut the celery into small pieces.
3. Cut the cucumber into small pieces.
4. Cut the green pepper into small pieces.

YOGURT DIP

1. Pour yogurt into the bowl.
2. Blend in soup mix.
3. Stir with spoon.

COTTAGE CHEESE DIP

1. Put dressing in the bowl.
2. Add cottage cheese, 2 spoonfuls at a time.
3) Mash with pastry cutter.
4) Continue until the dip is mixed and smooth.

3. Helpful Hints:

- Assemble the students around the tables. The leader can wear an apron and chef's hat to introduce the session.
- The leader introduces the recipe ("Today we are making vegetables & dip,") by referring to the chart. He points to the food items on the table and says "We need vegetables, who can tell me what this is?" Students raise hand. Leader selects on student who says/signs the name of the item. The leader says "Good, This is a ____". All group members name/sign item.
- Each student is given a turn to be a helper. The leader says "Who wants to cut the vegetables?" Choose a student who indicates he wants a help independently. Have the student indicate which fruit he wants to cut by naming/pointing to it. Repeat until all students have had a turn.
- While one student is cutting the vegetables, ask the other students questions such as "What is (student's name) doing?" He is cutting the green pepper. "Who can show me that on the chart?" This keeps all students involved and practicing skills.

MOLEHILLS OUT OF MOUNTAINS

COOKING

RECIPE: "FRUIT DIPPERS"

ACTIVITIES/MATERIALS:

FRUIT: 30 seedless grapes; 30 pineapple chunks;
26 orange segments; 13 strawberries;
1/2 lb. of Monterey Jack cheese
- plastic or wooden picks

DIP: 1 cup yogurt; 2 tablespoons honey;
grated lime peel

ACTIVITY:

1. Post the following recipe in the cooking area:

   Fruit Dipper
   1. Put a piece of fruit on a stick (student's choice)
   2. Put a piece of cheese on a stick.
   3. Put a piece of fruit on a stick (student's choice)

   Dip
   1. Put yogurt in a bowl.
   2. Put 2 tablespoons of honey in the bowl.
   3. Grate some lime. Put it in the bowl.
   4. Mix all the stuff in the bowl.

2. Show each fruit, one at a time, to students. Have them name or use a sign to name the fruit. Show the cheese and have student helper cube (cut the cheese).

3. Each student will get a turn to make 2 fruit dippers. Use the recipe as a guide. Student must name, sign, or point to the type of fruit they want on their sticks.

4. Ask for a student helper - "Raise your hand". Follow the recipe for the dip. After the dip is made, put into 3 small bowls (1 for each table).

5. Students dip and eat their own!

MOLEHILLS OUT OF MOUNTAINS

COOKING

RECIPE: "JUST AN ORDINARY OL" FRUIT SALAD"

Activity/Materials:

1) Materials: provisions for hand washing, dull knives, three bowls, banana, grapes, apple, peach, large spoon, paper plates, apron, chef's hat.

2) Recipe: Summer Salad

Make a poster of this recipe, using pictures to demonstrate each step. Refer to the poster while making the salad.

1) Cut the banana into the bowl.
2) Cut the apple into the bowl.
3) Cut the peach into the bowl.
4) Pull off grapes and cut in half. Put them in the bowl.
5) Stir with the spoon to mix the fruit.

3) Helpful Hints:

- Assemble the students around the tables. The leader can wear an apron and chef's hat to introduce the session.
- The leader introduces the recipe ("Today we are making summer salad") by referring to the chart. He points to the food items on the chart, and says "Do we need fruit?" "Who can tell me what this is?" Students raise hand, leader selects one student who says/signs the name of the item. The leader says "Good. This is a _____". All group members name/sign item with.
- Each student is given a turn to be a helper. The leader says "Who wants to cut the fruit?" Choose a student who indicates he wants to help independently. Have the student indicate which fruit he wants to cut by naming/pointing to it. Repeat until all students have had a turn.
- While one student is cutting the fruit, ask the other students questions, such as "What is (student's name) doing?" "He is cutting the apple." "Who can show me that on the chart." This helps keep other students involved and practicing skills.



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MOLEHILLS OUT OF MOUNTAINS

COOKING

RECIPE: "LITTLE PIZZAS"

ACTIVITIES/MATERIALS:

MATERIALS: provisions for handwashing, bowl, knife, spoon, cheese grater, pizza plate, English muffins, large zuchinni, tomato sauce, pepperoni sausage, canned mushrooms, mozzarella cheese.

RECIPES: (Make posters of the recipes and place in the cooking area to refer to)

Little Pizzas

1.) Place half a muffin on the plate.
2.) Spread tomato sauce with a knife.
3.) Put two sausages on the muffin.
4.) Put mushrooms on the muffin.
5.) Sprinkle cheese on the muffin.

Zuchinni Pizzas

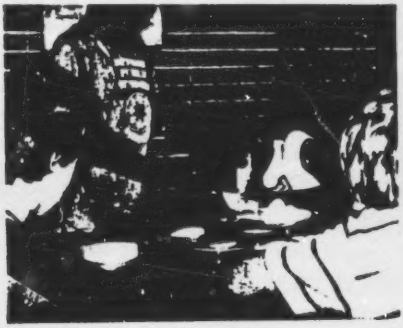
1.) Place a slice of zuchinni on the plate.
2.) Spread tomato sauce with a knife.
3.) Put two sausages on the zuchinni.
4.) Put mushrooms on the zuchinni.
5.) Sprinkle cheese on the zuchinn..

ACTIVITIES PRIOR TO ASSEMBLY:

Have the students take turns slicing the large zuchinni and grating the mozzarella cheese. Demonstrate the procedure, then ask for volunteers to come up and assist in preparation.

Each student will assemble his/her own pizza. The group leader should demonstrate this procedure twice: once with the muffin and once with the zuchinni. Refer to the recipe poster when highlighting the sequencing process.

The "helpful hints" listed in the previous cooking activities should still appply during this specific activity.



## MOLEHILLS OUT OF MOUNTAINS

## COOKING

RECIPE: "SUNSHINE SALAD"

ACTIVITIES/MATERIALS

MATERIALS:

Provisions for handwashing, bowl, large spoon, 16 oz. cottage cheese, 3 oz. package of orange Jello, 1 can mandrin oranges and 1 ca. crushed pineapple, 8 oz. cool whip, can opner.

Make poster of recipe to post in cooking area.

SUNSHINE SALAD

1. Place cottage cheese in bowl.
2. Put Jello in bowl and mix.
3. Open can of oranges. Drain juice and place in bowl.
4. Open can of pineapple. Drain juice and place in bowl.
5. Add cool whip.
6. Mix all together and eat!

ACTIVITIES:

Students wash hands and then sit at tables. Group leader explains how to make sunshine salad, following the recipe outlined above. Name each food and use the sign for it, especially for orange, cheese, bowl, spoon. Then begin to make the salad. Use 2 helpers for each. Finally, have 2 students help dish out the salad to other students.

NOTE: This dish can be made with any flavor jello and fruit combination.

COOKING: A RECIPE A WEEK KEEPS LEARNING AT IT'S PEAK!

Week 1: Sunflower seed rolls
Use 2 cups sunflower seeds, 1 tablespoon honey, 1 tablespoon smooth peanut butter, ¼ teaspoon vanilla and grated coconut or wheat germ. Grind the sunflower seeds to a fine meal. Add honey and peanut butter. Knead the mixture into a dough and form into balls and other shapes. Roll in cocnut or wheat germ.

Week 2: Fruit and Vegetable Salad
Combine the following ingrediants in a large bowl: grated raw carrots, chopped celery, raisins and drained crushed pineapple.

Week 3: Another Fruit and Vegetable Salad
Combine the following ingrediants in a large bowl: thinly sliced apples, raisins, raw green peas, mayonnaise to taste.

Week 4: Fruit Salad
Combine the following ingrediants in a large bowl: fresh orange sections or mandarin oranges, diced apples, banana slices, grated coconut, raisins

Week 5: Person Salad
Use a pear half or peach half for the body. Suggestions for body parts; head-dried prune or half an apricot; eyes-nose-mouth- raisins, hair; shredded or sliced cheese; skirt or pants; cut up lettuce leaves

Week 6: Celery Snacks
Fill celery sticks with peanut butter and raisins, cream cheese, Velvetta, etc.

Week 7: Fruit Punch #1
Use 4 cups apricot nectar, 4 cups of pineapple and a dash of ginger. Stir all the ingrediants together and add ice.

Week 8: Fruit Punch #2
Use 6 cups of orange juice, 2 cups of lemon juice, ½ cup of molasses and a dash of powdered cloves. Stir ingrediants together and add ice.

Week 9: Banana Shake
Use 2 cups milk, 1 ripe banana (broken into pieces) and 1 tablespoon of honey. Put all the ingrediants in a blender. Blend at medium speed until smooth.

Week 10: Leche Chocolate
Use 2 cups of cold milk, 2 tablespoons of chocolate syrup and ¼ teaspoon of honey. Measure milk and chocolate syrup into a small bowl. Beat with an eggbeater until foamy. Mix in cinnamon and pour into 2 small glasses.

Week 11: Sunny Shake
Use 2 cups of milk, 2 ripe bananas (broken into pieces) ¼ cup of orange juice, 3 tablespoons of honey, a pinch of salt and 1/8 teaspoon of vanilla. Put all the ingredients in a blender and blend at medium speed until creamy.

Week 12: Pineapple Shake

Use 2 cups of yogurt (any flavor), 1 cup of milk, 12 ounces of crushed pineapple and its juice, 2 teaspoons of honey and ½ teaspoon of cinnamon. Combine all the ingredients in a blender at medium speed until smooth.

Week 13: Tangy Treat

Use 2 cups of yogurt (any flavor, slightly frozen), 3/4 cup of lemon juice, and 6 tablespoons of honey. Combine the ingredients in a blender and blend at medium speed until smooth.

Week 14: Butter

Use 1 quart of whipping cream, ½ teaspoon of salt, small jars and a wooden spoon. Have the cream at room temperature. Fill each jar half full with cream. Shake with the top on until small lumps of butter form (about ten minutes). Pour all the buttermilk off. Continue shaking until the butter has uniform consistency. Pour off the buttermilk again. Put the butter in a bowl. Work out buttermilk with the spoon. Wash butter with cold water and add salt to taste. Don't forget taste buttermilk!

Week 15: Peanut Butter Balls

Use 1 cup of smooth peanut butter, ½ cup non-fat dry milk, 1 cup of coconut, ½ teaspoon vanilla extract, ½ cup of honey, 1 cup of raisins, and 1 cup of all-bran cereal. Combine the peanut butter and dry milk into a large mixing bowl. Mix. Stir in the coconut, extract, raisins, and honey. Blend with your hands. Roll into bite size balls and coat with either coconut or all-bran or both. Store in the refrigerator.

Week 16: Apple Faces

Use toothpicks to attach miniature marshmallows, gumdrops or raisins to make a face on an apple half.

Week 17: Fruit Jello

Cut up fresh or canned fruit and add it to warm jello. For variety, try adding marshmallows as soon as you have mixed the powdered jello into the hot water. Then add the cold water. When chilled, for a real treat put a dap of whipped cream on top!

Week 18: Cheese and Crackers

Buy the cheese that comes in a bar so students can practice slicing or cutting it into chunks. Serve with crackers. OR: Spread cheese that is softened (Velvetta, Kraft cheese spreads, or cream cheese) on crackers. Squirt cheese from an aerosol can on crackers.

Week 19: Making Fresh Juice

Use a hand squeezer and either oranges, lemons or limes. For lemonade, add two tablespoons of sugar for each cup of water. For limeade, add two tablespoons of sugar and four tablespoons of juice for each cup of water.

Week 20: Cinnamon Toast

After toasting the bread, you can spread it with butter and then sprinkle it with a mixture of sugar and cinnamon. OR: spread the butter first, and then sprinkle with the sugar/cinnamon mixture. Put in under the broiler for a minute or two.

Week 21: Making a Sandwich

Students can make their own sandwich and even take them outside on warm days. In the winter, chase away the cold weather blahs and have an indoor picnic on a blanket or plastic tablecloth on the floor. Some sandwich suggestions: peanut butter and jelly; peanut butter and bananas; cream cheese and jelly, cream cheese and alfalpha sprouts, cheese and bologna, tuna fish or egg salad.

Week 22: Instant Pudding

Add bananas, chocolate chips, raisins, food coloring or miniature marshmellows to instant pudding. Pour into a graham cracker shell a and decorate with any of the above.

Week 23: Little Pizzas

Use English muffins and cut in half. Let the students spread their own muffin with tomato sauce and sprinkle any of a variety of ingredients on top such as : sliced ham, cooked ground beef, green pepper, onions, mushrooms or olives. Bake at *450 for about 10 minutes. Then sprinkle with grated cheese and return to the oven until the cheese melts.

Week 24: Popsicles and Snow Cones

Freeze juice in ice cube trays of in paper cups with a stick set in it to make popsicles. For people who like to eat snow, bring some indoors and mix it with instant beverage powder or fruit syrup.

Week 25: Making Jam

This is surprisingly easy to make with adult supervision. You can make cooked jam which is sealed in jars or jam that is frozen until ready to use. Either way, you'll need fresh fruit (peaches, strawberries, cherries, raspberries, blueberries), lots of sugar, fruit pectin and lemon juice for some of the fruit that turns brown. Follow the recipes that are included in the fruit pectin packages. This is a food activity that can follow a trip to a U-Pick-It farm.

Week 26: Decorating a Graham Cracker

Some suggestions for decorating with a spread are peanut butter, honey butter, marshmallow fluff, soft cream cheese, frosting. Add raisins, sprinkles, coconut, etc.

Week 27: Making Mmmnn Good Soup

Teach students the steps to heating up a bowl of soup. Use a canopener, dump the soup into a pot, add one can of water and heat o the stove. Use soups that use a can of water instead of milk. Try several different varieties.

Week 28: Rice Krispies Candy

Combine equal amounts of peanut butter and marshmallow fluff. Add Rice Krispies until the mixture is very hard to mix. Roll into balls or spread in a square pan and chill. Cut into squares.

Week 29: Decorating a Banana
Peel a banana and slice it lengthwise. Spread it with peanut butter or cream cheese. Decorate with raisins or chocolate chips.

Week 30: Oatmeal Cookies
Use a ½ stick of oleo, 2 cups of sugar, ½ cup of milk and 1/3 cup of cocoa. Boil these ingredients 1 minute. Take off the burner. Add ½ cup of peanut butter and 3 cups of oatmeal. Stir together well. Drop by spoonfuls on waxed paper. Let cool.

Week 31: Dream Cookies
Mix together and boil 1½minutes: 2 cups of sugar, 4 tablespoons of cocoa, ½ cup of milk and 1 stick of oleo. Remove from hear. Add ½ cup of peanut butter, 1 teaspoon of vanilla, 3 cups of oatmeal. Drop by the teaspoon on to waxed paper...let cool.

Week 32: Dip-it-e-do
Peel bananas. Cut into large slices. Put toothpicks through the bananas Melt 1 package of chocolate chips in a pan. Dip the banana in the chocolate and then roll in peanuts.

Week 33: Honey Snowballs
Grind together with a food chopper or blender on medium speed 1 ound of pitted dates, 3/4 pound of dried apricots and ½ pound of raisins. Mix in the honey (3 tablespoons) Sprinkle powdered sugar over the bottom and sides of a shallow oblong cake pan. Pat the candy into this pan to a thickeness of one inch. Sprinkle heavily with powdered sugar and allow to stand for 24 to 36 hours. Roll into balls the size of marbles. Cover each ball with powdered sugar. These are popular food for parties.

Week 34: Ice Cream
Use 1 cup of cream (½ and ½); 1 cup of milk, 1 teaspoon vanilla, ½ cup of sugar and a pinch of salt. Place the 12 oz. metal juice can in a cut-off ½gallon milk carton. Pour the ice cream mix into the can. Cover the can with a small plastic bag to prevent getting any of the salt into the ice cream mix. Around the can pack the crushed ice and rock salt mixture (ration of 6 parts ice to 1 part salt) Remove the plastic bag. Let the mix stand until a ring of ice crystals forms around the edge. The mix is then stirred with wooden tongue depressors until frozen: it takes about 15 to 20 minutes. Each batch makes enough for two students.

Week 35: Marzipan Trees
Give each student a pointed ice cream cone. Turn the cone upside down. Frost with: ½ cup of butter, 2 cups of confectioner's sugar, 1 teaspoon vanilla, 1 egg yolk, 2 teaspoons green food coloring. Cream the butter and sugar. Stir in the egg yolk and vanilla. Add milk as the mixture thickens. Add the food coloring. Frost the "tree". Trim the frosted tree with cinnamon drops, nuts, sprinkles, chocolate chips and miniature marshmallows.

Week 36: Choco-Nut Drink
Mix together ½ cup of smooth peanut butter and ½ cup of chocolate syrup. Slowly pour in a quart of milk and stir. Add a dash of salt. Serves 6.

Week 37: Home Grown Bean Sprouts
Seeds for sprouting are available at most health food stores. Select ½ cup of clean, whole seeds and wash thoroughly. Place the beans in a bowl and cover them with luke warm water. Be sure to allow enough water for the beans to swell. They will almost double in size. Let the beans stand overnight in a warm place. Drain, rinse them thoroughly. Place ½ cup of the soaked beans in a quart jar. (you will need four to five jars) Cover the top of the jar with two layers of cheesecloth or nylon netting. Fasten with two rubber bands. Place the jars on their sides so the beans will form a layer. Store in a warm, dark place. Once or twice a day, rinse all the sprouts by pouring lukewarm water into the jars, swirling to moisten all the beans then pour off the water. You do not have to remove the cheesecloth. Sprouts will be ready in 3 to 5 days. Optimun sprouts length is about 1½ to 2½ inches.

Week 38: Macaroons
Mix together 2 8 ounce packages of shredded coconut, 1 15 ounce can of Eagle Brand sweetened condensdd milk and 2 teaspoons vanilla. Drop from teaspoon onto greased cookie sheet. Bake at 350 for 8 minutes.

Week 39: Orange Cookies
Mix together 3/4 box of powdered sugar, 1 one pound box of crumbled vanilla wafers, 1 six ounce can of frozen ornage juice thawed, 1 stick of oleo, and 1 cup of chopped nuts. Roll dough into ball cookies and then roll the ball into shredded coconut.

Week 40: Popcorn Balls with Jello Mixture
Mix together 1 cup of light corn syrup, a small package of any flavor jello and ½ cup of sugar. Boil unitl dissolved. Pour over 9 cups of la popcorn in a large bowl (dry cereal would also work) Form into balls. It is a good idea to grease hands with Crisco before forming balls.

Week 41: Raisin Drops
In a bowl blend together 1½ cups of chunk style peanut butter and 3 tablespoons of maple syrup. Stir in 3/4 cups of dark raisins. Drop mixture by rounded teaspoonfuls into the flaked cocnut. Roll mixture into coconut to coat and then shape with the hands into balls. Chill until firm.

Week 42: Uncooked Candy
In a bowl blend together 2/3 cup chunky peanut butter and 1/3 cup of honey. Gradually stir in 1 cup of instant dry milk. Chill several hours until mixture is firm enough to shape. With hands shape level teaspoons into balls. Chill balls until firm.

Week 43: Baking Bread
Soften 3 yeast cakes (or 3 tablespoons dried yeast) in 3½cups of lukewarm milk. (You can use 1 cup dried milk and 3½ to 4 cups water.) Blend in 1 tablespoon of honey, 2 t aspoons of salt and 8 cups of whole wheat flour. Dough will be slippery and glutinous yet stiff enough so that a big spoonful will cling to the spoon. Adjust milk as needed. Stir briskly until glutinous strands begin to follow spoon. Fill three oiled bread pans 2/3

full of dough. Let rise for 15 minutes at 85 or until is risen half in height. Bake in hot oven (400) for 15 minutes. Then decrease oven to moderate (350) and bake 15-20 minutes longer.

Week 44: Guacomole

Mash a ripe avocado in a large bowl. Chop up a tomato and stir into the mashed avocado. Mix in 1 tablespoon liquid red pepper, 1 teaspoon salt and 1 tablespoon lemon juice. If desired, chop a small onion and mix into the mixture. Serve with cornchips.

Week 45: Gazpacho

Pour a large can of tomato juice in a bowl. Cut a cucumber up into slices and then into cubes. Add to the juice. Dice one medium onion and a half of a green pepper and add to the bowl. Cut up one stalk of celery into small bits and add. Dice a tomato and zuchinni and add to the bowl. Add one tablespoon of lemon juice and a ¼ teaspoon of black pepper. Stir the mixture and chill. Pour into small cups for serving and top with bread croutons.

Week 46: Trail Mix

This can be made with any assortment of fruit and nuts that the person preparing the recipe likes. Some suggestions of things to mix include shredded coconut, dried banana chips, raisins, sunflower seeds, peanuts, pumpkin seeds, etc.

Week 47: Cherry Breeze

Use a packaged graham cracker pie crust (available by Johnson's). Beat one 8 oz. package of softened cream cheese till light and fluffy. Add one can of Eagle Brand Sweetened Condensed Milk and blend throughly. Stir in ¼ cup of Real Lemon Reconstituted Lemon Juice and 1 teaspoon vanilla. Spoon the mixture into the crust. Chill at least 3 to 4 hours. Top with one can of chilled cherry pie filling before serving.

Week 48: Salad Dressing(s)

To make French dressing, put the following ingredients in a tightly covered jar: 1 cup of oil, ¼ cup of vinegar, ¼ cup of lemon juice, 1 teaspoon salt, ½ teaspoon dry mustard and ½ teaspoon paprika. Shake well. Refrigerate. Shake again before serving.

To make Italian dressing, put the following ingredients in a tightly covered jar: 1 cup oil, ¼ cup lemon juice, ¼ cup white vinegar, 1 teaspoon salt, 1 teaspoon sugar, ½ teaspoon oregano leaves, ½ teaspoon dry mustard, ½ teaspoon onion salt, ½ teaspoon paprika, 1/8 teaspoon thyme and 2 crushed garlic cloves. Shake all the ingredients, Refrigerate at least 2 hours to blend the flavors. Shake before serving.

## MOLEHILLS OUT OF MOUNTAINS

## THE DEVELOPMENTAL ART OF STORYTELLING

The technique of storytelling is an age-old art. All of us can recall positive experiences in storytelling: parents or teachers reciting the Night Before Christmas; ghost stories told at teenage slumber parties or camp; a personal antecdote relived and "spiced up" to make it more entertaining; a favorite joke. This art is virtually eliminated as a teaching technique in special education classrooms. Often educators associate storytelling with reading a book and will reject it if students developmentally cannot attend to a picture. Although books are a vital part of stories, the technique is far more global as illustrated by the examples given above.

The value of storytelling is tremendous. Emilie Sullivan (1980) states that research shows a positive relationship between reading to students and the development of linguistic abilities. In the special education classroom, storytelling in an excellent technique to use when only one instructor is in the room. Storytelling is an effective aid during those difficult transition times such as waiting for lunches, before departure to the buses and during early morning arrival when half the class is toileting.

Effective use of storytelling involves some knowledge of developmental sequences. The remainder of this article will describe how storytelling can be used at various developmental levels and lists several universal suggestions for storytelling with any group.

### TECHNIQUES TO MAXIMIZE STORYTELLING SESSIONS

(1) Know the story. Adapt it to the group. Emphasize the parts that will appeal to the specific group (sounds, action, humor, etc.) If you use a book, evaluate it first. Don't memorize it.

(2) Choose a universal--something all the children can relate to (eating, going to the doctor, bedtime, etc.) when creating a story for a developmentally low level group.

(3) Rehearse or practice the story before you tell it to the group.

(4) Have props handy and ALWAYS use a prop.

(5) Make the characters come alive...use gestures, facial expressions, vary voice and pace.

### RESOURCES:


Flemming and Hamilton: Resources in Creative Teaching in Early Childhood Education

Sullivan; Beginning with Books: An activities approach to children's literature

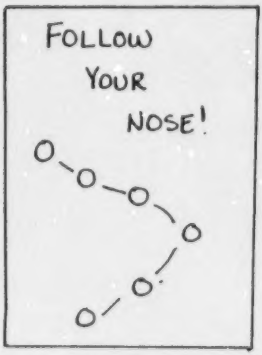
## MOLEHILLS OUT OF MOUNTAINS

## THE DEVELOPMENTAL ART OF STORYTELLING

DEVELOPMENTAL LEVEL: 0-6 MONTHS

Students at this level will be working on strengthening object permanency, attending, responding to various sensory stimuli and grasping and reaching behaviors. Books are not appropriate for this group and using pictures as an aid will prove pretty futile. Students will respond to vocal intonations and attend to sing-song rhythms. Any story involving body parts, using a sensory prop involving taste, touch or smell or a story involving a disappearing object will be effective. Sit within close proximity of the students. ALWAYS use an object as a prop when telling the story and make sure the story is no longer that five minutes. Encourage the students to visually track and auditorally track the objects as well as reaching and grabbing them.

STORY EXAMPLE: "LITTLE GHOST FOLLOWS HIS NOSE"




You need to make two props to tell this story. Use lollipops and tie a white kleenex around it to create the "ghost". (Make up enough so each student can take one home as a momento of the story.) You might want to attach a copy of the story to the ghost to help the parents tell it at home. In addition to the ghost, you need a poster board with cratch and sniff stickers as illustrated. It is a good idea to use a laminated board so that the stickers can peel off and on.

Hold the ghost in front of the student to focus on. "This is Jeremy. He wants to go out haunting tonight. He does not know which way to go. Should he move this way (move ghost to the left) or this way(move ghost to the right)." Reinforce the student for visually tracking. "He can't make up his mind so he is going to follow his nose and see where it takes him. (Use the scratch and sniff board) As Jeremy flew around, he smelled all sorts of smells. (Move the ghost around the board, encourage tracking skills.) Finally, he ended up at a house to haunt. BOOO-OOO-OOH said Jeremy. (Reinforce a startle respons')

Would you like to follow your nose like Jeremy did? (Place the sniff board under each student's nose and encourage them to smell and track different smells.)

This particular example is for primary aged students. For older students, you might tell a story about the "Sights and Sounds of the Old Ballpark". This is a story about a person who visits an empty baseball park. He longs to hear the sounds and see the sights of the ball game. He can almost smell the popcorn and peanuts. He realizes that one way to bring this back is to hit a homerun out of the park. He swings a bat and hits a whiffle ball and sure enough, he hears the crowd roar. You can get a pretty good idea of the tracking skills, reaching and grabbing and response to sensory stimuli that will be stressed in this story as well as the props needed.

## MOLEHILLS OUT OF MOUNTAINS

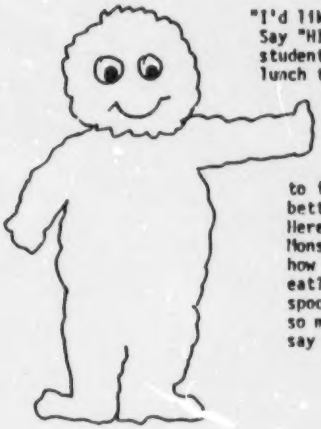
## THE DEVELOPMENTAL ART OF STORYTELLING

DEVELOPMENTAL LEVEL: 7-12 MONTHS

Around eleven or twelve months a child will begin to attend to large pictures in books for about five seconds. Students functioning at this level will also begin to imitate simple motor responses. Picture books can be made by using a photo album and PEABODY picture cards in a sequential order to tell a story of a familiar event. (Example might be "Getting Ready to EAT!") Simple fingerplays involving motions of raising arms, waving hi/bye and clapping can be conducted. Any stories that use a mirror will be effective. Again, keep the stories at a maximum five minute length.

STORY EXAMPLE: "THE VERY HUNGRY MONSTER!"

This is a good story to do with students who are waiting for the lurches to be delivered. The only props you need are a stuffed animal, muppet or doll, and a spoon, bowl and cup.



"I'd like to introduce you to my friend Cookie Monster. Say "HI" to Cookie!" (Model waving hello and help the students imitate the action.) He came to join us for lunch today. But Cookie Monster is SOOO hungry that it hurts and he is getting sad and starting to cry. (wail and sob) Maybe if each of us gives him a hug and a pat on the back he will feel better. (Model hugging and patting Cookie Monster and pass it around to all the students to imitate the motor pattern.) I think he feels much better. But eating lunch will make him feel great!! Here's a bowl of soup and a spoon. What? (Put cookie Monster to your ear) Oh, Cookie says he does not know how to eat anything but cookies. Can you help him eat? (Model and assist students in scooping with a spoon and putting the spoon to mouth.) Cookie feels so much better he wants to go take a nap. So he will say goodbye." (Model waving goodbye.)

'MOLEHILLS OUT OF 'MOUNTAINS

THE DEVELOPMENTAL ART OF STORYTELLING

DEVELOPMENTAL LEVEL: 12-18 'MONTHS

Students are beginning to explore books (13 months) and point to familiar pictures in a book (18 months). Books published especially for toddlers (cardboard or cloth) are very useful at this level as the students should be able to turn the pages of these books independently. Instructors may wish to make their own books out of photo albums and magazine pictures for older students. Puppets can be introduced as a prop for students to USE. Stories involving cause and effect, knocking down a tower, building, motor imitation and pictures with matching sounds are all effective at this level. Students need to be encouraged to be active participants in the storytelling session and the goals of demonstrating the function of an object and the identification of objects can be worked into the story.

STORY EXAMPLE: "OSCAR'S SICK OF GREEN!"

You will need a teacher-made book of red, yellow and green pages and an Oscar the Grouch puppet (or Kermit).

Put Oscar on your hand. "Hey, my name is Oscar and you know what, everything around me is green. I'm green, and LOOK (open to the first page of the book which has pictures of green things on green construction paper) the things I eat are green (point to picture of peas) the things I use are green ( point to pictures of toothbrush and telephone) and the things I wear are green (point to pictures of green shirt and pants.) Even my house is green!! You know I live in a garbage can and it's all full of trash and things that are smelly and moldy and green!"

"I want some new colors. I want things that are red like this. (turn to page 2 and show picture of red stop sign on red construction paper) Will you help me? Let's look...(turn to page 3: red food items and page 4: green clothes) Can you find something red for me to eat? (let student choose correct picture) Yeah, that's right a tomato. I love tomatoes they're so squishy and mushy! How about finding me something red to wear? (page 5: green food items and page 6: red clothes) Great!! What a sharp pair of pants and what a nice sweater! How about something red to use in my house? (page 7:red items such as a phone, toothbrush, cup, bowl and page 8: yellow food items) Oh wow, a red toothbrush for my teeth! Now, how about a red piece of furniture for my garbage can? (page 9: yellow clothing items and page 10: red couch, chair or bed) This is really great you guys! Now I'm going to get in my brand new red car (page 11) that I bought at 15% interest rates and drive home. Hey, see you later."

(muttering while putting Oscar away)"Maybe Grover's sick of blue and would like all my old green stuff..."

MOLEHILLS OUT OF MOUNTAINS

THE DEVELOPMENTAL ART OF STORYTELLING

DEVELOPMENTAL LEVEL: 19-24 MONTHS

The interest in pictures is increasing and the use of a flannelboard is an excellent storytelling prop that can be introduced now. Students can be encouraged to find objects that match the pictures on the flannelboard during the course of the story. Picture books might be an effective accompaniment to the story. The length of the story can be increased to a ten minute maximum. You may want to introduce some music as a sound effect when you tell the story.

STORY EXAMPLE: "SAMMY"

You will need the record "Getting to Know Myself" by Hap Palmer for the song "Sammy"; a record player; a flannelboard or bulletin board; and pictures of a boy, bird, rabbit, fish and a bug. This is a sing-song story that involves picture identification, repitition of phrases and imitating actions. Nouns and action words can be stressed through signing or pointing to a picture card when doing this with non-verbal students. The record is self-explanatory. Begin by placing the pictures mentioned on the flannelboard.

"You're going to hear a story about a boy named Sammy and his trip to the store. You can pretend to do the same things that Sammy does on his way to the store. Watch what I do." (begin to play record)

"This is a song about Sammy (point to the picture of the boy)
His father sent him out to buy bread
But Sammy didn't feel like walking
He wished he could fly instead...so he said:
'If I were a bird (point to picture) I would fly to the store
fly to the store, fly to the store (pantomime action)
If I were a bird I would fly to the store
Fly to the store for my father.

While the music plays between verses, have the students imitate the action. You can also sign all the underlined words.

DEVELOPMENTAL LEVEL: 25-36 MONTHS:

Students begin to become involved in domestic make-believe/dramatics (making dinner, driving a car, talking on the phone, putting a doll to bed, going to the doctor's, etc) around this stage and capitalizing on this interest can create an exciting dimension to storytelling. Stories can begin to include labeling emotions (happy, sad, angry) and students enjoy stories that include the names of their family and classmates. The instructor can follow up story time with a related simple art or cooking activity. (see Beginning with Books by Emilie Sullivan). Books with an accompanying record will hold the students attention if it is no longer than fifteen minutes and encourages participation in some way.

MOLEHILLS OUT OF MOUNTAINS

THE DEVELOPMENTAL ART OF STORYTELLING

STORY EXAMPLE: "KERMIT HAS MISS PIGGY TO DINNER"

This story involves a make-believe domestic situation. The story line is that Kermit has invited Miss Piggy to have dinner at his "pad" and has agreed to cook dinner for her. He doesn't have the faintest idea of what or how to cook and really has need for some help.

Ideally, a puppet theater is used that can be set on a table. In front of the puppet theater is an assortment of edible and non-edible objects. (some suggestions are a milk carton or pop can, vegetable cans, soup cans, entree meat cartons; shoe, ball, comb, bar of soap and toothbrush). You should also have a pan and spoon available.

Kermit explains his dilemma to his friends and asks them to come up and select something he can eat or cook. If the student selects a non-edible object, make a joke out of it and point out its real function. After the edible objects are selected, have the students help Kermit prepare the dinner. (Pretend to pour into the pot, stir, etc.) Kermit then hears a knock at the door, thanks his friends for the help and leaves to answer the call of Miss Piggy.

DEVELOPMENTAL LEVEL: 36 MONTHS AND ABOVE

The traditional storytelling techniques commonly used with preschoolers can now be adapted to this group's unique characteristics. Students between the ages of 36 to 48 months listen attntively to stories will indicate or request their favorites. They like ME stories that rela to their life experiences. They will often want to "help" tell the story.

STORY EXAMPLES:

-A good introductory book for this age is Leo the Late Bloomer by Krauss.
-TOO MUCH NOISE by Ann McGovern. This comes in a book and record set from Scholastic. The students make animal noises throughout the story. It has alot of repetition.
-JUST ME This is another book and record set from Scholastic. A young boy walks through a farm yard imitating various animal movements. Children can use the book as a guide to pantomine the movements.
-IS THIS YOU? by Ruth Kraus. Comical drawings present absurd cartoon answers to common questions. Students are then asked to draw their response. At the end of the book, the students have created their own eight page version of "Is This You?" all about their own life.
-WHAT CAN A HIPPOPOTAMUS DO? A picture book showing a hippopotamus in absurd situations asking a question such as "Can a hippopotamus be a ballerina?" Children are to respond with a loud "N ".

## "Take-Me-Home" Stories

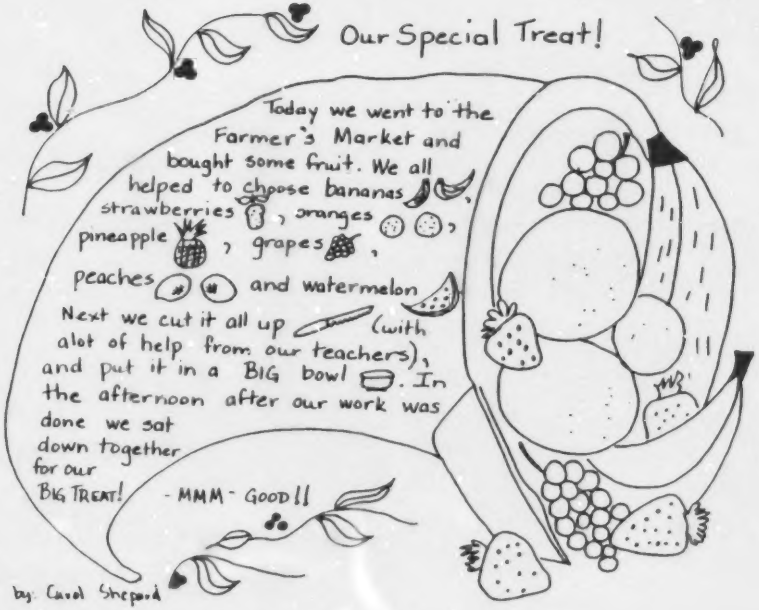
Take-me-home stories are used to reinforce concepts and topics taught at school, to enhance language development and to provide a creative means of communicating school activities to parents. Handicapped students often have severe language delays. Pictures will play an important part of the "take-me-home" stories.

Three examples of "take-me-home" stories follow. The examples have been furnished by Colleen Presley and Carol Shepard, teachers of pre-school autistic children.

"Fall Leaves"
Little leaves fall gently down.
Red and Yellow Orange and Brown,
Whirling, Whirling round and round,
Quietly without a sound.
Falling softly to the ground
Down and Down and Down and Down.
by: Colleen Presley

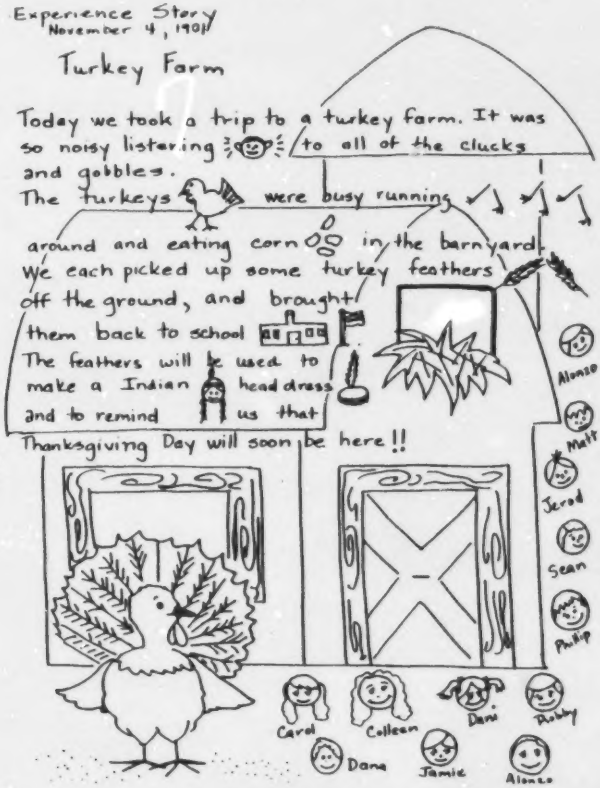
1.) ACTION STORY

This type of story or finger play is taught during school. A copy is posted on a large board during CIRCLE TIME. With this particular story, the children use crepe paper and pantomime the movements while the teacher recites. When the child learns the movements, the story is sent home for the parents to us in the same manner.


Our Special Treat!
Today we went to the Farmer's Market and bought some fruit. We all helped to choose bananas, strawberries, oranges, pineapple, grapes, peaches and watermelon.
Next we cut it all up (with alot of help from our teachers), and put it in a BIG bowl. In the afternoon after our work was done we sat down together for our BIG TREAT!
- MMM - GOOD!!
by: Carol Shepard

2.) Language Stimulus: These stories are sent home following a specific activity. Parents read the story with their child. The child is asked to name/sign, identify or point to a specific picture. The pictures reflect the language concepts stressed in the activity.

3.) Experience Stories: These stories are written by the students guided by the teacher. The basic picture outline is pre-drawn and filled in during the group activity.


Experience Story
November 4, 1901
Turkey Farm
Today we took a trip to a turkey farm. It was so noisy listening to all of the clucks and gobbles.
The turkeys were busy running around and eating corn in the barnyard.
We each picked up some turkey feathers off the ground, and brought them back to school
The feathers will be used to make a Indian head dress and to remind us that Thanksgiving Day will soon be here!!
Alonzo
Matt
Jerod
Sean
Phillip
Carol
Colleen
Dani
Bobby
Dana
Jamie
Alonzo